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ABSTRACT

Developed and written so that Alaska school district personnel with a minimal amount of experience could conduct an equity inservice presentation, this module provides trainer instruction sheets, handouts, and activity sheets suitable for a 3-hour inservice presentation on language bias. The module begins with a chart outlining the objectives, methods, techniques, time, and resources needed for the training session. The purpose of the module is to: (1) have participants examine ways in which males and females are treated differently in the English language; (2) increase participants' awareness of how this biased language affects students; and (3) provide participants with an opportunity to design lessons to raise students' awareness of sex bias and sex role stereotyping. After an equity in language information sheet, a sample agenda, an introductory activity, and a pretest, the module presents materials and instructions for a sexism in language activity, a sex fair language game, an equity in language activity, a humorous activity on sexism in language, and 16 sample lesson plans. A posttest, a concluding activity, and evaluation instruments are attached. (RS)

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ED 375 452

LANGUAGE BIAS

A TRAINING MODULE

Developed by

Alaska Department of Education
Office of Curriculum Services

and

Anchorage School District
Community Relations Department

Funded by

Title IV Sex Desegregation
Technical Assistance Grant

and

Anchorage School District

Equity in education

THE ALASKA PROJECT

CS 508 736

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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INTRODUCTION TO THE MODULE SERIES

Alaska's sex equity law, which prohibits sex discrimination in public school education, was passed by the Alaska Legislature in 1981. The law has been cited as one of the strongest state sex discrimination laws in the nation. This is in part due to the fact that the regulations require school districts to establish written procedures:

1. for the biennial training of certificated personnel in the recognition of sex bias in instructional materials and in instructional techniques which may be used to overcome the effects of sex bias;

2. for the biennial training of guidance and counseling staff in the recognition of bias in counseling materials and in techniques which may be used to overcome the effects of sex bias;

3. for the review of textbooks and instructional materials for evidence of sex bias; and

4. for the replacement or supplementation of materials found to exhibit bias.

Since the implementation of these regulations, referred to as Chapter 18, many school districts have relied on the Department of Education to provide them with on-site inservice training in the area of sex discrimination. Recognizing that local school districts need their own cadre of equity trainers as well as materials, the Department of Education utilized Title IV funds for the development of a series of equity modules. During the summer of 1986, educators within Alaska developed six modules, relating directly to curriculum content areas, that are now available to all Alaskan school districts. The modules were developed and written in such a fashion that district personnel with a minimal amount of experience could conduct an equity inservice.

Modules which have been completed include:

Women in American History (Elementary)	Computer Equity (K-12
Women in American History (Secondary)	Foreign Languages
Language Bias (K-12)	Fine Arts (Elementary)
Science (Elementary	Mathematics (Elementary)

The Department is continuing the development of modules in other curriculum areas.

The Department of Education is committed to helping school districts comply with the regulations outlined in Chapter 18.

School district personnel using the modules are requested to complete the evaluation sheet and return it to the Department of Education. This information will be used to update and improve the modules.

TITLE: LANGUAGE BIAS

PURPOSE: To increase awareness of the discriminatory nature of our language; identify language bias and increase understanding of how this bias affects students; review sample lesson plans and adapt and write lesson plans for use in classrooms.

LEARNING OBJECTIVE	METHOD	TECHNIQUE	TIME	ACTIVITY	RATIONALE	RESOURCES NEEDED
A) Participants will become acquainted with each other and with the Trainer, discuss and receive information on the intent of the inservices and review agenda for clarification on purpose of activities.	Large group	Information giving. Questions/ answers.	10 minutes	Introduction of participants to facilitators and participants to each other (if necessary) Posting of objectives and review of agenda.	To set the climate for open discussion and give information on state mandate for training. Also review goal and objectives.	Name tags Markers Flip Chart or Newsprint Handout #1 (optional)
B) Participants will test their knowledge of terms used when discussing sex role stereotyping and sex bias.	Individual work or pairs	Individuals pairs pre-test.	15 minutes	Eliminating Sex Bias and Sex Role Stereotyping from Publications.	To expose participants to the terms and definitions used when discussing sex bias.	Pens or pencils Handout #2
C) Participants will become aware of the discriminatory nature of our language by playing the Sex Fair Language Game.	Small groups	Game	20 minutes	Participants will generate non-sexist words, phrases or titles when presented with sexist terminology.	To broaden participants' knowledge of non-sexist words phrases, or titles.	Pencils or pens Handout #3
D) Participants will be able to identify sexism in written materials.	Individual work	Complete worksheet.	15 minutes	Sexism in Language.	Heighten participants knowledge of the pervasiveness of sexism in our language.	Handout #4 Flip Chart Timer or clock Chart pack Marker

LEARNING OBJECTIVE	METHOD	TECHNIQUE	TIME	ACTIVITY	RATIONALE	RESOURCES NEEDED
I) Participants will be allowed to re-examine and change their responses on the test taken at the beginning of the workshop.	Individual responses	Examine test administered at beginning of workshop	10 minutes	Post-Test	To give participants an opportunity to review answers from pre-test and make changes based on information learned from workshop.	Handout #2 Trainer Answer Sheet
J) Participants will be able to respond orally and give input to today's workshop.	Individual responses	Group discussion.	10 minutes	Trainer will summarize the the day's activities and encourage responses.	To bring the workshop to a close and allow feedback from participants.	None
K) Participants will evaluate the content and organization of the workshop.	Individual responses	Complete evaluation form.	10 minutes	Evaluation	To give participants an opportunity for feedback regarding the workshop.	Handout #7

LEARNING OBJECTIVE	METHOD	TECHNIQUE	TIME	ACTIVITY	RATIONALE	RESOURCES NEEDED
E) Participants will examine and correctly identify sexist terminology.	Large group	Individual or group response.	20 minutes	Transparency "Generic Man"	Participants will become aware of the inconsistencies in our language and the confusion generated through our use of sexist language.	Overhead projector Transparency #1 Screen
F) Participants will read and respond to recent research on the impact of sexist language on students.	Large group	Group discussion. Individual responses.	10 minutes	Transparency "Language Fact Sheet"	Participants will become aware of the implications sexist language has on student learning.	Overhead projector Screen Transparency #2
G) Alternate Activity	Large group		10 minutes	Transparency "Sexism in Language"		Overhead projector Screen Transparencies #3-A and #3-B
H) Participants will role play and write lesson plans which will raise their students awareness of sexism and sex role stereotyping.	Small groups	Examining plans and writing lesson plans.	50 minutes	Lesson Plans #5-A through #5-Q	Participants will examine lesson plans written by other teachers and then adapt the lesson to their grade level, or design a follow-up lesson or introductory lesson.	Pencils or pens Handouts #5-A through #5-Q Handout #6

MODULE CONTENT

TITLE: Language Bias

CONTACT TIME: Three Hours

TARGET AUDIENCE: Elementary and Secondary Teachers

HANDOUTS: Copy prior to workshop:

#1	Agenda (Optional)
#2	Eliminating Sex Bias and Sex Role Stereotyping From Publications
#3	Sexism In Language
#4	Game Cards
#5 A-Q	Sample Lesson Plans
#6	Sex Equity Lesson Plan
#7	Evaluation Tool

TRANSPARENCIES: *

#1	Generic Man
#2	Language Fact Sheet
#3-A & B	Sexism in Language

*(If your school does not have a transparency machine, these three exercises need to be put on a flip chart pad prior to the workshop.)

MATERIALS:
Overhead Projector and Screen
Name tags
Flip Chart or Newsprint
Markers
Pens or Pencils
Timer or clock
Background Information: Supplied to offer additional information in the area of language bias. This information should be read very thoroughly IN ADVANCE of the workshop.

NOTE TO TRAINER: Handout #4, "Game Cards," needs to be run off and cut out prior to workshop.

Overall Design and Purposes for this Training Session

LANGUAGE BIAS

PURPOSE:

1. To have participants examine ways in which males and females are treated differently in the English language through:

   A. Words which exclude one sex or the other.

   B. Words which have a negative effect on one sex or the other.

2. To increase participant's awareness of how this biased language affects students.

3. To provide participants with an opportunity to design lessons to raise student's awareness in the area of sex bias and sex role stereotyping.

AGENDA

Time	Activity
10 minutes	Introduction and Agenda Sharing
15 minutes	Pre-Test
15 minutes	Sexism in Language
20 minutes	Sex Fair Language Game
10 minutes	-- Break --
20 minutes	Equity in Language
10 minutes	Research on Language
10 minutes	Alternate Activity: Sexism in Language
50 minutes	Lesson Plan Designs
10 minutes	Post-Test
10 minutes	Conclusion
5 minutes	Evaluation

NOTE TO TRAINER: Please read this information prior to the workshop.

EQUALITY IN LANGUAGE INFORMATION SHEET

I. Terms and Definitions

A. Language - words, their pronunciation, and the methods of combining them used and understood by a considerable community and established by long usage.

B. Exclusionary language - words which exclude one sex or the other.

Examples: exclusionary language

When man invented the wheel ...
The lady lawyer delivered ...

neutral language

When the wheel was invented ...
The lawyer delivered ...

C. Negative language - words which have a negative effect on one sex or the other (also referred to as "sexist" language).

Examples: negative "female" language

The girls in the office ...
Pioneers moved West, taking their wives and children with them.

neutral language

The women in the office ...
Pioneer families moved West.

negative -"male" language

His old man told him ...
Jim helps his wife do the housework.

neutral language

His father told him ...
Jim shares the housework.

D. Neutral language - unbiased or "non-sexist" language. (See above for examples of neutral language.)

II. Characteristics of the English language which account for different treatment of the sexes.

A. Exclusionary patterns

1. Use of the word "man" to denote people of both sexes.

2. Use of the word "man" in occupations and titles. (examples: congressman, businessman)

3. Lack of neutral singular pronoun meaning "one" or "ones."

(NOTE: The lack of neutral singular pronoun has given rise to the use of "he," "him" and "his" to refer to individuals whose sex is not mentioned.)

4. Use of female words and female qualifiers which exclude males. (examples: poetess, usherette, aviatrix, chairwoman, woman lawyer)

B. Negative (sexist) language

1. Describing females

a. Patronizing, girl-watching tones

b. Sexual innuendos, jokes, or puns focusing on physical appearances

c. Treating women as weak, helpless, hysterical, or objects of scorn, humor, and unimportance

d. Dependent on males as wives, daughters, mothers, or sisters

e. Failing to recognize a woman's individuality

f. Placing women in menial positions

g. Inept in scientific reasoning, physical exertion, sports and so-called male professions

2. Describing males

a. Inept in the home or with children

b. Dependent on females for meals, clothes and understanding

c. Calloused or insensitive to the feelings of others

d. Preoccupied with sexual escapades or empire building

e. Objects of scorn, humor and hostility

f. Family's sole breadwinner

g. Expected to succeed

III. Use of titles of address indicating gender (NOTE: Two alternatives are acceptable.)

A. Similar titles of address indicating gender can be used for males and females. (examples: Sue Jones and Bill Smith are interviewing for the job, or: Ms. Jones and Mr. Smith are ...)

B. Titles of address indicating gender can be omitted. (examples: Jones and Smith are interviewing for the job, not: Ms. Jones and Smith are...)

C. In the spoken language, titles of address indicating gender are used only when preferences are stated.

IV. Use of gender-free nouns and pronouns

A. Gender-free plural pronouns or, if possible, an equal balance of gender specific singular pronouns are used. (example: They are studying safety procedures. She is checking the equipment while he reads from the operating manual.)

B. Gender-free nouns are substituted for gender pronouns. (example: The groundskeeper will aerate the golf course greens, not: He will aerate the golf course greens.)

C. Gender-free nouns are used to denote all human beings. (example: People benefited from the discovery of a new wheat strain, not: Mankind benefited from the discovery of a new wheat strain.)

D. Indefinite pronouns (anyone, anybody, everyone, everybody) may have a plural pronoun relevant in all but the most formal usage. (example: Anyone going to the welding shop during school hours must file their permission slip in the office, not: Anyone going to the welding shop during school hours must file his permission slip in the office.)

V. Use of Sex-Free Occupational Titles

A. Sex-free occupational titles are used as indicated in the latest Dictionary of Occupational Titles.

example:	1977 edition	1965 edition
	flight attendant	flight stewardess
	repairer	repairman

B. An occupation is described as being performed by both sexes. (examples: Either Harold O'Brien or Beth Alden, community health aides, is qualified to present a series of nutrition lessons.

Sharon Johnson and Homer Horton, supervisors for the tool and die department, checked the die for a horizontal screw extruder.

VI. References to Physical Appearance

A. Reference is made to physical appearance only when there is a purpose. Avoid: Blond, blue-eyed Hazel Spillers won the livestock judging award.

B. Non-demeaning descriptions of people are used. Avoid: The girls were chatting about ...

Sources: Mussett, Sarah H. Eliminating Sex Bias and Sex-Role Stereotyping from Instructional Materials (rough draft).

Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1978.

Promoting Sex Equity in the Classroom: Sex Equity Guidelines. Ames Iowa: Iowa State University, 1980.

INTRODUCTIONS AND AGENDA SHARING

PURPOSE: To share with participants who you are; to establish a climate where people feel included; to set norms; and to share with participants your expectations about the purposes and agenda for this training session.

GROUP SIZE: 10 to 30 people

TIME REQUIRED: Approximately 10 minutes

MATERIALS:
Name tags
Handout #1 (or copy onto flip chart or board)
Markers
Flip Chart or Newsprint

ROOM ARRANGEMENT: Large group setting

PROCEDURE: (Individual trainers have their own style of introducing a workshop. These are some suggestions and rationale for choosing to do certain things.)

1. Trainer will have participants introduce themselves to each other.

   Optional: Have each person in room introduce self. If you are working with staff from more than one school, you may wish people to say what school they are from and their position.

   Optional: We have found name tags help us associate names with faces. It also helps participants if they are not all from the same school.

2. Trainer gives background of inservice. School districts are mandated under Chapter 18, Alaska's Sex Equity Regulations. Under Chapter 18, each school district must establish written procedures for the biennial training of certificated personnel in the recognition of sex bias in instructional materials and in instructional techniques which may be used to overcome the effects of sex bias. This module was developed during the summer of 1985 and revised in the summer of 1986. It is the intent of this inservice that the participants leave with some instructional techniques which may be used to overcome the effects of sex bias.

3. Trainer distributes Handout #1 or calls the group's attention to the agenda on the flip chart.

4. Trainer asks for clarification questions or concerns. Example:

   "What do you expect from the workshop?"
   "Is there anything confusing about the agenda?"
   "Do you have any concerns?"

5. Trainer will post this pre-written goal.

   Goal: To emphasize to educators the many continuing aspects of bias and discrimination in our society and in our daily communication in order to promote positive change in the educational environment.

HANDOUT #1
Optional

Overall Design and Purposes for this Training Session

LANGUAGE BIAS

PURPOSE:

1. To have participants examine ways in which males and females are treated differently in the English language through:

   A. Words which exclude one sex or the other.

   B. Words which have a negative effect on one sex or the other.

2. To increase participant's awareness of how this biased language affects students.

3. To provide participants with an opportunity to design lessons to raise student's awareness in the area of sex bias and sex role stereotyping.

AGENDA

Introduction and Agenda Sharing

Pre-Test

Sex Fair Language Game

Sexism in Language

-- Break --

Equity in Language

Research on Language

Alternate Activity: Sexism in Language

Lesson Plan Designs

Post-Test

Conclusion

Evaluation

TERMS USED WHEN DISCUSSING LINGUISTIC BIAS

PRE-TEST

PURPOSE: To have participants test their knowledge of terms used when discussing sex bias and sex role stereotyping in publications.

GROUP SIZE: 10 to 30 people

TIME REQUIRED: 15 minutes

MATERIALS: Handout #2
Pens or Pencils
NOTE TO TRAINER: The answer sheet is located with the Post-Test Activity toward the end of the module.

ROOM ARRANGEMENT: Large group setting

PROCEDURE:

1. Trainer distributes Handout #2: Eliminating Sex Bias and Sex Role Stereotyping from Publications.

2. Trainer instructs the participants that they have 15 minutes in which to complete the worksheet.

   Trainer allows 15 minutes for participants to complete the handout.

   Optional: Trainer may have participants pair up with someone to complete the Handout.

3. Trainer announces that 15 minutes are up and requests the participants keep the Handout until later. (The Handout will be used again at the end of the session).

ELIMINATING SEX BIAS AND SEX ROLE STEREOTYPING FROM PUBLICATIONS

I. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

____ a.	Discrimination by members of one sex against the other based on the assumption that one sex is superior.	1. female biased publication
____ b.	Publication viewing males almost exclusively as the sole breadwinner for their families and as household head who delegates responsibility for rearing children to women and whose success is measured only in terms of work; as the more aggressive, competitive, independent, logical, and athletic of the two sexes; as scorning or ignoring the nurturing of others as well as their own feelings.	2. male biased publication 3. balanced publication 4. word 5. sex bias
____ c.	Pictures, language, and general message of a publication portray mostly females; often such texts are specifically for females and about females.	6. negative language 7. exclusionary language
____ d.	Assumptions that people of different sexes should behave according to rigid patterns.	8. sex stereotypes
____ e.	Speech sound or series of speech sounds that symbolize and communicate a meaning.	9. neutral language
____ f.	Words which exclude one sex or the other.	10. male stereotype publication
____ g.	Unbiased language.	11. female stereo-typed publica-tion
____ h.	One sex is favored over the other.	
____ i.	Words which have a negative effect on one sex or the other.	12. expanded publication
____ j.	Book that is basically for males, portraying males in pictures, language and message.	

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___ k. Publication referring to females mainly in their connection to others as wives, mothers, daughters, sisters, grandmothers, and aunts, instead of as individuals with personal identities; as subservient to males; in menial positions whether it be in the home, school, or office; as passive, weak, uncompetitive, unathletic, inept in scientific reasoning, mathematical figures, "do-it-yourself" jobs; limited to being artistic, literary, and charitable; as nurturing, understanding, and self-sacrificing for the benefit of others; and if career-oriented, then employed as secretaries, teachers, nurses, waitresses, and clerks. 13. sexism

___ l. Publication which deals with <u>both</u> males and females equally; pictures portray both males and females equally; language is neutral and the message is for both males and females.

___ m. Publication representing males and females as equals in the home, school and in the world of work, as free to embrace roles which previously were limited to the opposite sex, and are, thus, free to demonstrate a wide range of personality traits, intellectual abilities, and interests.

II. Classify characteristics of the English language which account for different treatment of the sexes. Place an "E" for exclusionary patterns, an "NF" for negative language describing females, and an "NM" for negative language describing males.

___ a. Use of the word <u>man</u> to denote people of both sexes.

___ b. Patronizing, girl-watching tones.

___ c. Inept in the home or with children.

___ d. Use of the word <u>man</u> in occupations and titles.

___ e. Inept in scientific reasoning, physical exertion, sports, and so-called male professions.

___ f. Calloused or insensitive to the feelings of others.

___ g. Family's sole breadwinner.

___ h. Use of female words and female qualifiers which exclude males.

___ i. Treating women as weak, helpless, hysterical, or objects of scorn, humor, and unimportance.

___ j. Lack of neutral singular pronoun meaning "one" or "one's."

SEXISM IN LANGUAGE

PURPOSE: To have participants identify sexism in our language

GROUP SIZE: 10 to 30 people

TIME REQUIRED: 15 minutes

MATERIALS: Handout #3
Pencils or Pens

ROOM ARRANGEMENT: Individual setting

PROCEDURE:

1. Trainer distributes "Sexism in Language" and asks participants to take approximately five minutes to read over and complete the Handout. Tell participants to skip Number 1 as that will be answered orally.

2. Trainer allows five minutes for participants to complete the Handout.

3. Trainer asks for answers and comments for each of the four questions.

4. As a closure activity, the Trainer might elicit from the participants activities they do when they come across exclusionary and demeaning language.

5. Trainer, at this time, might want to cite the section of Chapter 18 which addresses bias in curricular materials:

CHAPTER 18

4 AAC 06.165. REVIEW OF INSTRUCTIONAL MATERIALS.

(a) Before December 15 of the school year beginning after the effective date of this section, each school district must establish written procedures:

(1) for the biennial training of certificated personnel in the recognition of sex bias in instructional materials and in instructional techniques which may be used to overcome the effects of sex bias;

(2) for the review of textbooks and instructional materials for evidence of sex bias; and

(3) for the replacement or supplementation of materials found to exhibit sex bias.

(b) The procedures required by (b) of this section must be submitted to the commissioner within 30 days after their establishment.

(c) Nothing in this section requires a district which is in substantial compliance with the requirements of this section to adopt new or different procedures.

SEXISM IN LANGUAGE

1. Do words make a difference? How would your students illustrate the following words?

_____ man _____ people _____ men and women

When three different studies asked students to respond to these words, students interpreted "man" to mean only men and "men and women" to mean both sexes. Such reactions by students to language reinforce what anthropologists like Margaret Mead and other linguists, social scientists and educators have been saying for years: that the English language has certain characteristics which show special treatment of one sex or the other. The way in which language is used conveys society's prevailing value system and can indicate that one sex has more worth than another.

Those who have studied English point to two characteristics which account for the different treatment of the sexes: (1) words which exclude one sex or the other and (2) words which have a negative effect on one sex or the other.

Exclusionary Language

While research on exclusionary and negative language is not plentiful, it is generally acknowledged that English has a strong tendency to exclude. For example, how would you identify the sex in the following statements?

2. Indicate M for male, F for female, or N for neutral:

_____ 1. The average citizen pays his ...
_____ 2. The stewardess served us ...
_____ 3. The homemaker answered the ...
_____ 4. The typical workman needs her ...
_____ 5. Mankind has progressed ...
_____ 6. The nurse uses his ...

Did you have problems with four and six? Confusing, isn't it? Although some argue the words "man," "mankind," and "his" include both males and females, some words seem odd when used with "her" instead of "his." This is because of four exclusionary patterns in English:

1. The use of the word "man" as in "mankind," "primitive man," etc., to denote people of both sexes;

2. The use of the word "man" in occupations and titles as in "congressman," "businessman," "salesman," etc.;

3. The lack of a neutral singular pronoun meaning "one" or "one's," giving rise to the use of "he," "him" and "his" to refer to individuals whose sex is not mentioned, as in "each jogger should bring his lunch;"

4. The use of female words such as "poetess," "usherette," "aviatrix" and female qualifiers as "chairwoman," "woman lawyer," etc., all of which exclude males.

Negative Language

3. Mark M for male and F for female for the sex described by each of the following words:

_____	scatterbrained	_____	sissy	_____	giggly
_____	henpecked	_____	tomboy	_____	red-blooded
_____	catty	_____	crybaby	_____	shy

A second language usage which differentiates treatment of the sexes is negative language or words like those above which are used for only one sex and have strongly negative connotations. (Frequently, however, the negative meaning for such words depends upon the situation in which the words are used. For example, the word "honey" to describe a female co-worker might be demeaning, but to describe one's spouse, it might mean endearment.)

Negative language describing females includes any patronizing girl-watching tone, sexual innuendos, jokes or puns such as focusing on physical appearance, and unimportance. It includes stereotypes which portray females almost without exception as dependent on males as wives, daughters, mothers and sisters, etc., and fails to recognize their individuality. It shows females in menial positions or as charitable volunteers. It can suggest that females are inept in scientific reasoning, physical exertion, sports and the so-called male professions.

Negative language describing males includes references to males as inept in the home or with children, dependent on females for meals, clothes and understanding, calloused or insensitive to the feelings of others, preoccupied with sexual escapades or empire building, or as objects of scorn, humor and hostility. Stereotyped language implies males are supermen, infallible, domineering and emotionally independent, and that they are their family's sole breadwinners and are expected to succeed in competitive sports, do-it-yourself jobs, science, medicine, industry, education, business and trades.

ANSWER SHEET TO HANDOUT #3

SEXISM IN LANGUAGE

1.

2. 1-M, 2-F, 3-N, 4-F, 5-M, 6-M

3. F, M, F, M, F, F, F, M, F (up and down)

SEX FAIR LANGUAGE GAME

PURPOSE: To increase participant's awareness of sexist language through the Sex Fair Language Game.

GROUP SIZE: 10 to 30 people

TIME REQUIRED: 20 minutes

MATERIALS: Handout #4 (Sex Fair Language Game cards - copied and cut out before the workshop; do not copy front to back)
Flip Chart
Markers
Timer or clock

ROOM ARRANGEMENT: 5 groups, depending on size of audience

PROCEDURE:

1. Trainer has the participants count off by 5's. If the audience is small, the Trainer may want to have participants count off by 3's.

2. Trainer allows time for participants to move to their appropriate circles; all one's together, all two's together, etc. Chairs are to be arranged in a circle or around a table.

3. Trainer designates a leader for each group.

4. Trainer says: "We are now going to play the Sex Fair Language Game. Each group, one at a time, will be given 10 cards, face down. As the group leader reads the sexist word or phrase from the card, the group members respond with nonsexist word(s) or phrases.

5. Trainer may want to give the group a practice word and have them respond:

   Trainer: "If I said sculptress, what would you respond with?"

   Group: "Sculptor"

6. Trainer asks for a volunteer to keep time.

7. Trainer then hands 10 cards to the leader in group 1. NOTE TO TRAINER: Be sure to mix the cards well.

   Trainer says "Go." Trainer writes the word and response(s) on chart pack.

8. As Group 1 finishes, Trainer ask players of the other 4 groups to judge Group 1's responses. Number of correct responses are tallied.

   (Steps 7 & 8 are repeated for Groups 2, 3, 4 & 5.)

9. Trainer acknowledges the group with the most appropriate responses.

10. Trainer brings closure to the game.

    Optional: Ask participants how sexist language creates barriers for our students.

    Optional: If the group does not feel that sexist language creates barriers, you might want to summarize the following information and then move onto the next activity which will further expand on sexist language:

NOTE TO TRAINER: This is only one way to play the game; adjust the rules to fit the needs of the group. For example, have each group take notes on their own responses and share them with the whole group afterward.

Linguistic Bias: "Curricular materials reflect the discriminatory nature of our language. Masculine terms and pronouns, ranging from our forefathers to the generic he, have denied the participation of women in our society. Further, occupations such as mailman are given masculine labels that deny the legitimacy of women working in these fields. Imbalance of word order and lack of parallel terms that refer to females and males are also forms of linguistic bias. The same forms of language bias emerges in the language of the classroom. Sex-biased words such as mankind and salesman, and the constant reliance on the male pronoun "he" to refer to both males and females, are examples of sexist language patterns which belittle the role and importance of females. As in the other cases of bias, the physical displays in the room may also reflect sexist messages; in this case, biased language."

Dolores A. Grayson, OLACSS, Downey, CA 90242

MAN (Generic)	WORKMAN
MANPOWER, MAN-MADE	STATESMAN
FIREMAN	MAILMAN
THE FARMER AND HIS WIFE	MEN AND LADIES
SPINSTER	CHAIRMAN
TWELVE MAN JURY	SCULPTRESS

POETESS	NEWSMAN
AUTHORESS	LINEMAN
HOUSEWIFE	REPAIRMAN
MIDDLEMAN	CLERGYMAN
COED	FOREMAN
BUSINESSMAN	MAN: A COURSE OF STUDY

A MAN-SIZED JOB	MANKIND
FOOD IS ONE OF MAN'S BASIC NEEDS	PRIMITIVE MAN
MAN AND WIFE	BILLY JEAN AND BOBBY RIGGS
MISS, MRS.	WOMAN LAWYER WOMAN DOCTOR
MAN AND HIS WORLD	POLICEMAN
FOREFATHERS	STEWARDESS

OFFICE GIRL	BARBER, BEAUTICIAN
CONGRESSMAN	MAN-HOLE COVERING
"MY OLD MAN"	WEATHERMAN
PAPERBOY	INSURANCE MAN
GARBAGE MAN	JANITOR, MAID
ONE-MAN OFFICE	USHERETTE
AVIATRIX	KELLY GIRL

ANSWER SHEET TO HANDOUT #4

NOTE TO TRAINER: These are only some possible answers; the group may vote more "acceptable" responses than those listed.

SEX BIAS	SEX FAIR
Man	Person, human being, people, women & men
Manpower, man-made	Human energy, manufactured, made by men & women
Fireman	Firefighter
The farmer and his wife	The farmers, the farming couple
Spinster	Woman, unmarried woman
Twelve man jury	Jurors, twelve member jury
Workman	Worker
Statesman	Leader
Mailman	Mail carrier
Men & Ladies	Gentlemen & ladies, men & women
Chairman	Chairperson
Sculptress	Sculptor
Poetess	Poet
Authoress	Author
Housewife	Homemaker
Middleman	Intermediary, liaison
Coed	Student
Businessman	Business person
Newsman	Newscaster

SEX BIAS	SEX FAIR
Lineman	Line installer
Repairman	Plumbers, electrician, etc.
Clergyman	Clergy
Foreman	Supervisor
Man: A Course of Study	Humans: A Course of Study
A man-sized job	A big job, large
Food is one of man's basic needs	Food is one of the basic needs
Man and wife	Husband and wife, men & women
Miss, Mrs.	Ms.
Man and his world	Our world
Forefathers	Precursors, ancestors, forepersons
Mankind	Humankind, humanity
Primitive man	Primitive people
Billy Jean and Bobby Riggs	Billy Jean King and Bobby Riggs
Woman lawyer, woman doctor	Lawyer, doctor
Policeman	Police officer
Stewardess	Flight attendant
Office girl	Secretary
Congressman	Representative
"My old man"	Husband, partner, companion, friend
Paper boy	Paper carrier
Garbage man	Garbage collector
One-man office	Single person office
Aviatrix	Aviator
Barber, beautician	Hairdresser, stylist

SEX BIAS	SEX FAIR
Man-hole covering	covering, hole covering
Weatherman	Weatherperson, meteorologist, forecaster
Insurance man	Insurance agent
Janitor, maid	Housekeeper, worker, cleaner
Usherette	Usher
Kelly Girl	Temporary help, temporary employee

EQUALITY IN LANGUAGE

PURPOSE: To have participants examine our language for bias content

GROUP SIZE: 10 to 30 people

TIME REQUIRED: 20 minutes

MATERIALS:
Transparency #1
Overhead Projector
Screen

ROOM ARRANGEMENT: Large group setting

PROCEDURE:

1. Trainer introduces this activity by saying: "Language, the words and phrases we use in everyday living, spans all areas and levels of schooling. Whether you write instructional materials, are responsible for purchasing them, teach from them, or learn from them, you use language as a common and necessary part of your learning experience and work. All of us learn attitudes from the language used by people surrounding us. For example, if a person talks of "broads" or the "old man," you can assume that the person has certain sexist assumptions. Language, then in a sense, mirrors the interior thoughts of a person, reflecting a particular view of the world.

   Remember, we did not "invent" the language we use. Both men and women use sexist terminology. Nevertheless, this should not excuse us from consciously examining our language for biased content and concerning ourselves with the effects of its usage on the attitudes and behaviors or people."

2. The Trainer says: "The following sentences examine the use of the word "man" in the generic sense, meaning all people, versus its use as male specific. Confusion often results." (These instructions are designed to be used with T-1.)

3. Ask participants how many believe we spend too much time worrying about the use of the word "man" in the generic sense meaning all people, as opposed to a more non-sexist alternative. Most will agree that the issue receives too much emphasis.

4. Using T-1, uncover the sentences one at a time, examining each in turn.

5. Ask participants about the meaning of the word "man" in sentences #1 and #2 shown below.

   #1 - The man of tomorrow will benefit from a truly pluralistic society.
   #2 - Man is a thinking species and, consequently, can plan to adapt.

   They will probably agree that it is being used in the generic sense - to include both men and women.

6. Ask participants about the meaning of the word "man" in sentences #3 and #4.

   #3 - A man can no longer expect his father to give him land for farming.

   #4 - A man's home is his castle.

   Participants will probably agree that the intention here is male-specific.

7. Ask about the meaning of "men" in sentence #5.

   #5 - All men are created equal.

   Participants will probably agree "men" is intended in the generic sense -- to include both men and women. However, when the Declaration of Independence was signed, it was intended specifically as "white, property-holding males." So the meanings change, depending on the purposes of the user.

8. Ask participants about sentence #6.

   #6 - The Black man in America has a history seldom recognized or taught.

   Most will probably say its intent is generic in nature, but the meaning may change with the situation or the listener.

9. Prior to showing sentences #7 and #8, place a paper flap over the parts indicated. These should be taped on the top or end to allow the flap to be folded back to reveal the reminder of the statement.

   #7 - As man moved Westward, he left behind loved ones; <u>wives, children and parents</u>.

   #8 - To survive, man needs food, water, shelter <u>and female companionship</u>.

The initial part of each sentence will probably be interpreted by most participants as a generic usage of the word "man." They will likely be surprised when the remainder of each statement is uncovered. These are examples of delayed qualification. The confusion becomes more apparent.

10. Show sentences #9 and #10.

    #9 - The average American does not himself manufacture most of the things that his wife and children need.

    #10- For the festivities, the Indians dressed in boldly feathered costumes, and accented their faces with designs from colorful dyes. Women, too, painted their faces.

    This delayed qualification of a supposedly generic term also occurs in nationalities and ethnic groups. Women, in these cases, are not included as "average American" or "Indians."

11. Show sentences #11, #12 and #13.

    #11- Workers began to form unions.

    #12- Workers and their wives suffered unnumerable hardships.

    #13- Workers and their wives or husbands organized around higher wages.

    If we see reference to sentences like #11 and #12 in a text but seldom or never see one similar to #13, what does that tell us about the interpretation of the word, "workers," in the original sentence?

12. Show sentences #14 and #15, and the two sentences under #16.

    #14- It has been falsely said that the Greeks mistreated their wives.

    #15- It has been falsely said that the Greeks were mistreated by their husbands.

What kind of bias is present in each of these sentences? Some alternatives are offered in #16.

#16- It has been falsely said that Greek husbands mistreated Greek wives.

OR

It has been falsely said that in Greek society, husbands mistreated wives.

13. Show sentences #17 and #18.

#17- Every teacher should confer weekly with her principal.

#18- A good nurse has one outstanding quality; she must be skilled in human relations.

Why, if we are taught "rules" which indicate that when the sex is unknown, uncertain, or includes both, we should use the male referent (man/he/him/his), do we consistently refer to teachers, nurses, and secretaries as "her" or "she?" The assumption, of course, is that they are all female.

14. Conclude with a discussion about the mental images formed by children and young people upon hearing references similar to those given in the above examples. Do adults tend to form the same kinds of mental images?

Source: Adapted from Project Awareness: A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education. Washington, D.C.: U.S. Office of Education, Department of Health, Education and Welfare, 1976.

TRANSPARENCY 1

GENERIC MAN

1. The man of tomorrow will benefit from a truly pluralistic society.

2. Man is a thinking species and, consequently, can plan to adapt.

3. A man can no longer expect his father to give him land for farming.

4. A man's home is his castle.

5. All men are created equal.

6. The black man in America has a history seldom recognized or taught.

7. As man moved westward, he left behind loved ones; wives, children, and parents.

8. To survive, man needs food, water, shelter, and female companionship.

9. The average American does not himself manufacture most of the things his wife and children need.

10. For the festivities, the Indians dressed in boldly feathered costumes and accented their faces with designs from colorful dyes. Women, too, painted their faces.

TRANSPARENCY

11. Workers began to form unions.

12. Workers and their wives suffered innumerable hardships.

13. Workers and their wives or husbands organized around higher wages.

14. It has been falsely said that the Greeks mistreated their wives.

15. It has been falsely said that the Greeks were mistreated by their husbands.

16. It has been falsely said that Greek husbands mistreated Greek wives.

OR

It has been falsely said that in Greek society, husbands mistreated wives.

17. Every teacher should confer weekly with her principal.

18. A good nurse has one outstanding quality: she must be skilled in human relations.

BEST COPY AVAILABLE

LANGUAGE FACT SHEET

PURPOSE:	To raise participants' awareness on recent studies which indicate that students at all levels interpret generic "man" to include only males.
GROUP SIZE:	10 to 30 people
TIME REQUIRED:	10 minutes
MATERIAL:	Transparency #2 Overhead Projector Screen
ROOM ARRANGEMENT:	Large group setting
PROCEDURE:	Trainer shares Transparency #2 with participants and asks for comments. Following the activity, Trainer might suggest that the teachers repeat this research activity in their own classrooms.

LANGUAGE FACT SHEET

Research by various linguists, social scientists and educators indicates that for the majority of males and females who participated in their studies, words do make a difference.

When 100 children between nursery school and seventh grade were asked to respond to the word "man" in sentences such as: "Man must work in order to eat," and "Around the world, man is happy."

- a majority of the children interpreted "man" to mean males and not females.

When 50 high school students were asked to illustrate seven statements on human activities during early civilization, students drew:

- male figures for six of the seven statements when the word "man," "mankind" and "human" were used;

- male figures for a majority of the statements when the words "man" "people" and "human" were used;

- more females than previously for statements when the words "men and women" were used.

Three hundred college students were asked to select pictures to illustrate chapter title pages for a proposed sociology textbook. When the words

- "political man" and "urban man" were used, 64 percent of the students selected all male pictures;

- "political behavior" or "urban life" were used, only 50 percent of the students chose male pictures.

When college students in another study were asked to react to the masculine pronoun "he" in multiple choice statements, the word "he" was interpreted as:

- male 407 times;

- female 53 times.

When high school students were asked to rate their interest in job advertisements written in neutral and varied language:

- females showed no interest in jobs labeled as "frameman" or "lineman," but showed interest in jobs labeled as "framewoman;"

- males showed no interest in "operator" or "sales representative" jobs when associated with the word "she" and showed an interest in "telephone operator" jobs when associated with the word "he."

SEXISM IN LANGUAGE

PURPOSE: To expand participants' understanding, in a humorous way, of sexism in our language.

GROUP SIZE: 10 to 30 people

TIME REQUIRED: 10 minutes

MATERIALS: Transparencies #3-A and #3-B
Overhead Projector
Screen

ROOM ARRANGEMENT: Large group setting

PROCEDURE:

1. Trainer completes the discussion on sexism in language by explaining that there are a number of terms that are used for describing women and a number of terms that are used to describe men. (This activity is meant to instill a bit of humor - a way to take a look at ourselves.)

2. Trainer may want to put the transparencies on the overhead projector and let the participants read over the statements and then comment on the content.

3. Trainer closes the activity by asking for other phrases that only describe women or that are used only to describe men.

4. Alternate Activity: Trainer may want to copy T #3-A and T #3-B and cut out each pair of male/female statements for distribution.

   Participants are grouped in twos or threes and asked to role play their pair of statements.

   Trainer closes the activity by asking for other phrases that only describe women or that are used only to describe men.

- Why are forceful males referred to as charismatic while females are domineering?
- When speaking about people who are talkative, why are men called articulate and women gabby?
- Why are men who are forgetful called absentminded when forgetful women are called scatterbrained?
- Why are men who are interested in everything referred to as curious but women of the same type are called nosy?
- Why is it that obstinate men are called strong-willed when obstinate women are called stubborn?
- Why are angry men called outraged while angry women are called hysterical?
- Why are women who are ironic called bitter while ironic men are called humorous?
- Why are men who are efficient referred to as competent but efficient women are compulsive?

* Because of Sexism in Language

TRANSPARENCY 3·B

- Why is it that when men talk together it is called conversation but when women talk together it is called gossip?
- Why are devious men considered shrewd when devious women are scheming?
- Why are lighthearted men called easygoing but the same type of women are called frivolous?
- Why are women who are thoughtful called considerate while thoughtful men are called over-sensitive?
- Why are careful men called prudent but the same kind of woman is called obsessive?
- Why are women who are dauntless considered brazen when dauntless men are considered fearless?
- Why is it that men of ordinary appearance are called pleasant-looking when ordinary women are called homely?
- In speaking about a person who is industrious why are men called hard workers when women are called drudges?

*Because of Sexism in Language

Source: Adapted from Project Awareness.

LESSON PLANS

PURPOSE: To present participants with lesson plans which will raise students' awareness of sexism and sex-role stereotyping.

To have participants write and share lesson plans which will raise students' awareness of sexism and sex-role stereotyping.

GROUP SIZE: 10 to 30 people

TIME REQUIRED: 50 minutes

MATERIALS:
Sample lesson plans
Handouts #5 A-Q
Handout #6
Pencils or Pens

NOTE TO TRAINER:

A) Trainer needs to only run off 1 each of Handouts #5 A-Q.

B) Trainer may want to have a few extra copies of #6 available in case some plans need to be recopied.

ROOM ARRANGEMENT: Participants working by grade levels, subject areas, and/or interest levels.

PROCEDURE:

1. Trainer has participants group with others in their own grade level or subject area.

2. Trainer explains that sample lesson plans designed to increase students' awareness of sexism and sex role stereotyping are going to be placed on the table. One person from each group will choose a lesson plan to work with during the next 20 - 30 minutes. After a plan has been selected, the group should role play or actively participate in the lesson's activities. The group can do one of the following:

   a. Adapt the lesson so it can be used by a different grade level; or

   b. Design a follow-up lesson to the one they have chosen; or

   c. Design an introductory lesson to the one they have chosen.

3. Trainer instructs the participants to write the new lessons clearly on the supplied format sheet. Each group should be given two format sheets...one for a working copy, and one to turn in to be copied. The plans will be duplicated and left in a central location at the school as a resource for anyone interested.

4. Trainer distributes Handout #6 and allows time for one person from each group to come to the table and choose a sample lesson format.

5. Trainer asks if there are any questions and allows participants 20 minutes to develop a new lesson.

6. At the end of twenty minutes, Trainer has one person from each group briefly summarize the lesson plan they have been given and the lesson they have developed.

7. Trainer asks for a volunteer to copy two sets each of the lesson plans, one to remain at the school and one to be sent to the Department of Education or the Anchorage School District Community Relations Department.

8. NOTE TO TRAINER: If this session is being held at a site in the Anchorage School District, collect a set of the newly created lessons and send to:

   Anita Robinson
   Community Relations Department
   Administration Building

   If this session is being held at a site other than the Anchorage School District, send a set of the newly created lesson plans to:

   Sex Equity Coordinator
   Department of Education
   P. O. Box F
   Juneau, AK 99811-0500

   If funds permit, the lessons will be compiled into a resource guide and distributed to school districts throughout the state.

SEX EQUITY LESSON PLAN

EDUCATIONAL EQUITY INSTITUTE 1979-1980

DEVELOPED BY: Claretha F. Smith, Teacher

SCHOOL: Van Ness Elementary School

GRADE LEVEL OR TARGET GROUP: Grade 1

TOPIC: Language Arts - "Free Moments of the Students"

OBJECTIVE: The students will identify ten activities they enjoy doing regardless of sex.

PROCEDURE:

1. Discuss with the children things they enjoy during free moments. List these on the chalkboard. Examples of some words: read, run, baseball, jump, tag, jacks, skip, write, ride, sing, dance, listen, etc.

2. After listing 20 or more words have children write his or her favorite activity on a sheet of paper so it becomes a self-portrait of activities he or she likes.

3. Ask children to compare their lists to see the similarities and the differences.

   Discuss: Could both boys and girls do each of these activities? Why or why not?

   Is there something you would like to do but did not put down because you thought only boys or only girls do that?

SEX EQUITY LESSON PLAN

EDUCATIONAL EQUITY INSTITUTE 1979-1980

DEVELOPED BY: Ione G. Dixon, Teacher

SCHOOL: Syphax Elementary School

GRADE LEVEL OR TARGET GROUP: Grade 5

TOPIC: Biased Materials

MATERIALS: Basic Goals in Spelling

OBJECTIVE: Given the class speller, Basic Goals in Spelling by Kattmeyer, the students will read the 36 mini-stories to identify sex bias on part of authors.

PROCEDURE: Each student reads through their own book. List all stories about men in one row, all stories about women in separate row. (Each story is about 10 short lines, located in lower corner of page.)

SEX EQUITY LESSON PLAN

EDUCATIONAL EQUITY INSTITUTE 1979-1980

DEVELOPED BY: Lauretta Jackson, Teacher

SCHOOL: Mann Elementary School

GRADE LEVEL OR TARGET GROUP: Grade 3

TOPIC: Literature

MATERIALS: Children's fairy tale, "Rapunzel"

OBJECTIVE: To present a fairy tale with the main characters reversed. The role of Rapunzel is to be a boy; the Witch, a male ogre; the Prince, a Princess who rescues Rapunzel. For boys and girls to evaluate how the sex changed roles of the main characters made them feel and why they felt as they did.

PROCEDURE:

1. The activity began with reading the fairy tale "Rapunzel" with roles reversed. The children listened to the story.

2. An interest survey taken by the students asked three questions:

   A. "How did you enjoy listening to the story I just read?"
   B. "Boys, how did you feel about Rapunzel being a boy?"
   C. "Girls, how did you feel when you heard how the Princess rescued Rapunzel?"

3. Role Playing - 27 pupils divided into five casts of six characters. Some pupils played a part in two casts.

4. After two rehearsals of the five casts, the pupils presented the skits in the library.

LESSON PLAN

ADAPTED FROM: The Yellow, Blue and Red Book
Project Equality, Title III, ESEA
Highline Public Schools
15675 Ambaum Blvd. S.W.
Seattle, WA 98166

GRADE LEVEL OR TARGET GROUP: Grades 3 - 6

TOPIC: Bulletin Board - The World of Work

MATERIALS:
Magazines
Newspaper
Glue
Construction paper
Scissors

OBJECTIVE: To expand students' occupational perceptions and options. To expand students' vocabulary in regard to occupational titles. To help students identify sex role stereotyping present in printed material.

PROCEDURE:

1. Instruct students to begin bringing in newspapers or magazine articles two or three days before the assignment.

2. Have students cut out pictures showing people doing various types of jobs, and glue them onto construction paper for use on the bulletin board. Have students write non-sexist job titles underneath.

3. Pick out some of the pictures and ask the class to give the job title and the skills required to perform the job.

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GRADE LEVEL OR TARGET GROUP: Grades K - 6

TOPIC: Line-Up for Education

MATERIALS: None

OBJECTIVE: To orient students to non-sexist ways of grouping people.

PROCEDURE:

COLORS: Have students line up by the colors in their clothing. For example, all students wearing primary colors in one line, complementary colors in another line.

GEOGRAPHICAL DIRECTIONS: Have students who live south of the school in one line, those who live north of the school in another line.

ALPHABET: Have students line up alphabetically, either by last or first names.

SIZE CONCEPTS: Have students line up according to size; for instance, height, shoe size, length of hair, etc., to reinforce their concepts of big, small, short, long.

BIRTHDATES: Have students line up by month, with all January, February, and March birthdays in one line and other months in the other line.

WORK: Have students' lines reflect their personal preferences for specific types of work or working conditions. For example: indoor jobs, outdoor jobs, manual and/or physical strength jobs, jobs that don't require manual dexterity or physical strength, work with people, work with machines, require uniform, do not require uniform.

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GRADE LEVEL OR TARGET GROUP: Grades 3 - 6

TOPIC: Watch Your Language

MATERIALS: Generic Traditional Terms

OBJECTIVE: To have students become more conscious of language connotation. To decrease sex role stereotyping.

PROCEDURE:

1. Select two generic traditional terms or phrases from the list below or another source and list them or the board:

A MAN OF THE PEOPLE	A TWELVE-MAN TEAM
ALL MEN ARE CREATED EQUAL	ONE MAN, ONE VOTE
A MAN-ON-THE-STREET INTERVIEW	A ONE-MAN SHOW
A MAN FOR ALL SEASONS	THE MAN FOR THE JOB

2. Ask students individually or in groups to write down as many other ways as they can think of to state the concept expressed by the term or phrase on the board. Have the students report back to the class their alternative wording and list these on the board. Have students explain their new choice of words.

3. Explain to students that sex role stereotyping is the unquestioned and unchallenged assumption by an individual or a group that certain actions, abilities, interests, behavioral traits, etc., are natural and innate to one sex but not the other. Language is a reflection of our thoughts and values, and a powerful tool in the learning process. The use of sex role stereotyping in language is referred to as SEXIST LANGUAGE. Sexist language can be identified when the language narrows participation or reference on the basis of sex.

LESSON PLAN

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GRADE LEVEL OR TARGET GROUP: Grades 3 - 6

TOPIC: Advertising

MATERIALS:
Scissors
Magazines
Catalogs
Newspapers
Glue
Construction paper
Poster paper

OBJECTIVE:
To become aware of how advertising indicates whether a boy or a girl should use the product.
To increase vocabulary on consumer goods.
To decrease sex role stereotyping.

(You may want to split this activity into 2 - 3 days.)

PROCEDURE:

1. Divide the class into six groups: two all female, two all male, and two mixed. Supply each group with scissors, one information source, glue and construction paper. From one informational source, ask each group to cut and paste pictures of toys, games and room furnishings (including descriptive captions and words used to sell the item) on construction paper.

2. Have each group of students look at the items pasted on the construction paper during the first step. Have the group come to a consensus as to whether the item, as advertised, is meant to be used by a boy, a girl, or both a girl and a boy. Once all of the items on the paper have been discussed, have the group decide if both boys and girls might not enjoy using or having some or all of the items.

Spend the last 5 - 8 minutes of this activity with a full class discussion about some of the things they have discussed in their individual groups. The discussion should be focused toward accomplishing the task outlined in the next step.

3. Each student group should select a recorder and have three large sheets of paper. Have each student group select three items from those pasted on the construction paper and write a new advertisement for each item. This will include a drawing and new descriptive information. The new advertisements should clearly indicate that the items could be used and enjoyed by both a girl or a boy. Display the new advertisements around the room.

4. Each student group is assigned the task of composing a letter to the information source (i.e., publisher of the newspaper or catalog store) from which the three items were taken. Indicate in the letter the work that was done in class by the student groups and enclose the suggested rewritten advertisement which the group produced.

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GRADE LEVEL OR TARGET GROUP: Grades 3 - 6

TOPIC: Time Capsule Letter (good activity for beginning of year)

MATERIALS:
Writing implements
Paper
Envelopes

OBJECTIVE:
To become aware of growth and change in oneself.
To decrease sex role stereotyping.

PROCEDURE:

1. Tell the students they will be writing themselves a letter based on the points which are listed on the board (or on a dittoed page) for each student. Some of the following points may be incorporated into the letters:

   a. Name the things you like to do.
   b. Name things you would like to learn to do.
   c. Name things you do well.
   d. Name things you can't do.
   e. Name things boys do that girls don't usually do.
   f. Name things girls do that boys don't usually do.
   g. Make a list of "favorites;" school activity, home activity, book, TV show, song, movie, actress, actor, place to go, food, friend, etc.
   h. Select a job that you would like to hold someday and list three skills required for that job.

   The letter is private...no one but the writer will read the letter. Collect the letters and put them away for safe keeping.

2. Several months later or at the end of the school year, the students are instructed to write themselves a letter based on the same points that were used when writing the first letter. Again, have the points listed on the board or on a dittoed page for each student.

3. After the second letter has been written, discuss how experiences, school, TV, friends, etc., affect people and their attitudes. Once the students are in a frame of mind to look for change and growth, distribute the first letter and ask the students to compare the two letters. Ask them to look carefully at the two letters to see if they have changed some of their ideas.

LESSON PLAN

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Seattle, WA 98166

GRADE LEVEL OR TARGET GROUP: Secondary

TOPIC: Graffiti

MATERIALS: Large sheets of paper

OBJECTIVE: To share values, experiences, and points of view regarding sex role distinctions. To hypotnesize past and future sex role distinctions based on student's experiences.

PROCEDURE:

1. This activity is intentionally structured loosely to allow for spontaneity and open-ended discussion. Post large sheets of paper for students' graffiti. Head each sheet with a provocative phrase dealing with sex roles (suggestions below). Leave them up for a few days for students to scribble spontaneous reactions.

   Suggestions for phrases:

   "A girl should be ...."
   "A boy should be ...."
   "Because I'm a (girl) (boy) I would ...."
   "I'm glad I'm a (girl) (boy) because ...."
   "If I were a (girl) (boy) I'd ...."
   "I would be upset if any (girlfriend) (boyfriend) ...."

2. After several days, discuss the following questions:

   What does our graffiti show us about sex stereotypes?

   Could the words "boy" and "girl" be changed in many of the graffiti? Why or why not?

   Do you think people your age in other countries would write the same graffiti messages? Why or why not?

   What do you think graffiti of the future will say?

LESSON PLAN

ADAPTED FROM: Wade, Barbara, "Sexist Language and the Classroom: Exercises and Activities," 1981

GRADE LEVEL OR TARGET GROUP: Secondary students

TOPIC: Magazine Exercise

MATERIALS:
Magazines
Scissors
Tape
Poster paper

OBJECTIVE: To have students identify sources that shape our perceptions regarding the appropriate roles, behaviors, and attire of men and women.

PROCEDURE:

1. Three days before the activity, have students begin bringing in magazines.

2. Hang three strips of poster paper on the wall, label one Men Only, the second Men and Women, and the third Women Only.

3. Instruct students to take out their magazines and cut out pictures of people in the news or advertisements.

4. Have students sort pictures into three piles and tape them under the appropriate labels on the paper.

5. Pointing to one of the advertisements, the instructor begins the discussion by asking:

   "What is the first thing this advertisement is saying?"

   "What else is it telling us as females...as males?"

   "What is it saying about ourselves; the other sex; who needs what; who uses what; and how it can affect our behavior?"

LESSON PLAN

ADAPTED FROM: Renshaw, Betty, "Games, Exercises for Revealing/Dealing With Sexism." (Handout)

GRADE LEVEL OR TARGET GROUP: Secondary students

TOPIC: The Ideal Person

MATERIALS: Chalk board or poster paper
Felt pens

OBJECTIVE: To increase students' awareness of the seriousness of the problem of sexual stereotyping through language.

PROCEDURE:

1. Ask students to call out adjectives or phrases to describe "the ideal person," and write them on the board. Be sure not to specify the sex of this "ideal" person.

2. Repeat the exercise for the "ideal male," and a third time for the "ideal female." Discuss the differences in descriptions. Talk about why such distinctions are made, and the possible advantages and disadvantages of such categorizing.

3. Identify the traits that are generic. What part does social conditioning/programming play? Note especially any correlation between the lists for the "ideal person" and the "ideal male" and then the "ideal female."

LESSON PLAN

ADAPTED FROM: Renshaw, Betty, "Games, Exercises for Revealing/Dealing With Sexism." (Handout)

GRADE LEVEL OR TARGET GROUP: Secondary students

TOPIC: Sexist Stereotypes

MATERIALS:
Sexist labels
Pencil
Paper

OBJECTIVE: To raise students' consciousness of the sexist assumptions often conveyed by connotative meanings of words.

PROCEDURE:

1. Have students make two columns on a sheet of paper, number 1-8 under each column, labeling one column "female," the other "male." Then ask them to write the first word that comes to mind to describe or name each of the following:

   a. Unmarried 45-year-old women. Unmarried 45-year-old men.
   b. Females who dominate their family. Males who dominate their family.
   c. Males who are outspoken with their opinions. Females who are outspoken with their opinions.
   d. Wives who boss their spouses. Husbands who boss their spouses.
   e. A male teenager who is unmarried and sexually active. A female teenager who is unmarried and sexually active.
   f. A female teenager who drinks, tells dirty jokes, or swears. A male teenager who drinks, tells dirty jokes, or swears.
   g. A man who excels in sports. A woman who excels in sports.
   h. A woman whose job is cleaning house and cooking. A man whose job is cleaning house and cooking.

2. Then, discuss the impact that language has on our thoughts and behaviors.

LESSON PLAN

ADAPTED FROM: Wade, Barbara, "Sexism In Language of Literature," (Urbana, ILL. N.C.T.E., 1977, p.107)

GRADE LEVEL OR TARGET GROUP: Secondary students

TOPIC: Generic Man Reviewed

MATERIALS: None

OBJECTIVE: To raise students' consciousness of their own perceptions of "generic man."

PROCEDURE:

1. Ask students to sit quietly with their eyes closed and let their imaginations create pictures while they listen to the following passage:

   "....It is now thought that a million years ago and more, earth was populated with more or less manlike creatures descended not from apes but from some forefather of both apes and men."

   "The personal commitment of a man to skill, the intellectual commitment and the emotional commitment working together as one, has made the Ascent of Man."

   "Man has learned a lot. He has invented ever so many things. Someday you may even be able to go and visit other planets." (Gershany, Lee H.)

2. Ask students: "Who did you picture in the various activities?" List on the board. After students have responded, go back and compare the number and type of activities that men were pictured in and the number of type of activities that women were pictured in.

3. Have students close their eyes and let their imaginations create pictures while they listen to passages being read:

   "There is much concern today about the future of man, which means of course, both men and women - generic Man. For a woman to take exception to this use of the term 'man' is often seen as defensive hairsplitting by an 'emotional female.'

The following role-reversal is an invitation to awareness in which you are asked to feel into, and stay with, your feelings about the use of the generic Woman."

a. Consider reversing the generic term Man. Think of the future of Woman, which, of course, includes both women and men. Feel into that, sensing its meaning to you... as woman... as man.

b. Think of it always being that way, every day of your life. Feel the everpresence of woman and feel the non-presence of man. Absorb what it tells you about the importance and value of being woman - of being man.

c. Remember that your early ancestral relatives were Cro-Magnon Woman, Java Woman, Neanderthal Woman, Peking Woman - which includes man of course. Recall that Early Woman invented fire and discovered the use of stone tools near the beginning of the Ice Age. Remember that what separates Woman from other species is that she can think.

d. Recall that everything you have ever read all your life uses only female pronouns - she, her - meaning both girls and boys, both women and men. Recall that most of the voices on radio and most of the faces on TV are women's - when important events are covered - on commercials - and on late night talk shows. Recall that you have no male senators representing you in Washington.

e. Feel into the fact that women are the leaders, the power-centers, the prime movers. Man, whose natural role is husband and father, fulfills himself through nurturing children and making the home a refuge for woman. This is only natural to balance the biological role of woman who devotes her entire body to the race during pregnancy. Pregnancy - the most revered power known to Woman - (and man, of course).

f. Then feel further into the obvious biological explanation for woman as the ideal. By design, the female reproductive center is compact and internal, protected by her body. The male is so exposed that he must be protected from outside attack to assure the perpetuation of the race. Thus by nature, males are more passive than females.

g. If the male denies these feelings, he is unconsciously rejecting his masculinity. Therapy is thus indicated to help him adjust to his own nature. Of course, therapy is administered by a woman, who has the education and wisdom to facilitate openness leading to the male's self-growth and actualization.

h. To help him feel into his defensive emotionality, he is invited to get in touch with the "child" in him. He remembers his sister could run, climb, and ride horseback unencumbered. Obviously, since she is free to move, she is encouraged to develop her body and mind in preparation for her active responsibilities of adult womanhood. Male vulnerability needs female protection, so he is taught the less active, caring virtues of homemaking.

i. He is encouraged to keep his body lean and dream of getting married, "I now pronounce you Woman and Husband." He waits for the time of fulfillment: when "his woman" gives him a girl-child to carry on her family name. He knows that if it is a boy-child he has failed somehow - but they can try again.

j. In getting to your feelings on being a woman - on being a man - stay with the sensing you are now experiencing. As the words begin to surface, say what you feel inside you.

Adapted from Theodora Wells

4. Ask students to respond to the passage.

How do the male students feel?

How do the female students feel?

LESSON PLAN

ADAPTED FROM: Education Colorado, April 20, 1982

GRADE LEVEL OR TARGET GROUP: Secondary students

TOPIC: Men on Television

MATERIALS: Handout "Men on Television"

OBJECTIVE: To evaluate male characters portrayed on television and the effects of their characterization on others.

PROCEDURE:

1. Brainstorm a list of popular television programs, writing them on the board. Divide the class into groups of three or four, if possible grouping students together who view the same television shows.

2. Distribute the Handout. Ask each group to use the worksheets to complete an evaluation of two different male characters on television that evening.

3. The next day, have the class discuss the following:

   Did a male stereotype emerge? If so, what is it?

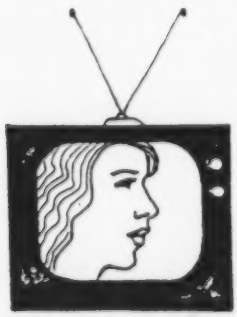
   Are there some types of male characters which often are found in television and others which seldom appear? What are they? Why is this?

   What affect do these characterizations have on the viewing audience? On teenagers?

   How do these ideas about men's roles affect the role of women on television? In real life?

   Have there been changes in the way men are portrayed in television? Do you anticipate other changes?

   How do events occurring in the real world affect the roles of men and women on the screen? Do the ideas portrayed on television reflect society or do television shows lead society?



4. Repeat this activity but evaluate a female character.

MEN ON TELEVISION

Program: _____

Male Character Name: _____

Actor: _____

CHARACTERIZATION

Occupation: _____

Other Activities: _____

_____

_____

Treatment of Others: _____

_____

_____

His Emotions: _____

_____

_____

His Attitudes Towards Life: _____

_____

_____

How Others Feel About Him: _____

_____

_____

WOMEN ON TELEVISION

Program: _____

Female Character Name: _____

Actor: _____

CHARACTERIZATION

Occupation: _____

Other Activities: _____

_____

_____

Treatment of Others: _____

_____

_____

Her Emotions: _____

_____

_____

Her Attitudes Towards Life: _____

_____

_____

How Others Feel About Her: _____

_____

_____

LESSON PLAN

DEVELOPED BY: Sue Remick

GRADE LEVEL OR TARGET GROUP: Primary (Small group exercise such as with a reading group or interest center)

TOPIC: Non-Sexist Careers

MATERIALS: Game cards copied onto tag board

OBJECTIVE: To expand students' occupational perceptions and options by playing the game "Career Concentration."

PROCEDURE:

1. Prior to class, teacher runs off one set of game cards on tagboard and cuts cards apart.
2. All cards are placed face down.
3. The first player picks up one card and then a second, trying to make a match. If the player makes a successful match, then s/he keeps the two cards and gets a second turn. If, however, no match is made the cards are turned back down and the next player takes a turn. The game continues until all cards have been matched.
4. The player with the most cards wins.

Artist

Artist

Librarian

Librarian

Surgeon

Surgeon

Construction Worker

Construction Worker

Meteorologist

Meteorologist

Teacher

Teacher

Dancer
Dancer
Chef
Chef
Nurse
Nurse
Judge
Judge
Diver
Diver
Business Executive
Business Executive

Fire Fighter

Fire Fighter

Veterinarian

Veterinarian

Secretary

Secretary

Dentist

Dentist

Clerk

Clerk

Police Officer

Police Officer

HANDOUT #6

SEX EQUITY LESSON PLAN

DEVELOPED BY:

SCHOOL:

GRADE LEVEL OR
TARGET GROUP:

TOPIC:

MATERIALS:

EXPECTED OUTCOMES:

PROCEDURE:

POST-TEST

PURPOSE: To have participants test their knowledge of terms used when discussing sex bias and sex role stereotyping in publications.

GROUP SIZE: 10 to 30 people

TIME REQUIRED: 10 minutes

MATERIALS: Handout #2 already distributed at beginning of session
Trainer Answer Sheet

ROOM ARRANGEMENT: Large group setting

PROCEDURE:

1. Trainer asks participants to look at the test they completed at the beginning of the session and to change any responses that they think are incorrect.
2. Trainer then:
   a. Gives the correct answers to participants or;
   b. Asks for the answers from different participants.

ANSWERS TO HANDOUT #2

ELIMINATING SEX BIAS AND SEX ROLE STEREOTYPING FROM PUBLICATIONS

I.	a.	13	h.	5
	b.	10	i.	6
	c.	1	j.	2
	d.	8	k.	11
	e.	4	l.	3
	f.	7	m.	12
	g.	9		

II.	a.	E	f.	NM
	b.	NF	g.	NM
	c.	NF	h.	E
	d.	E	i.	NF
	e.	NF	j.	E

CONCLUSION

PURPOSE: To bring closure to today's workshop and activities.

GROUP SIZE: 10 to 30 people

TIME: 10 minutes

MATERIALS: None

ROOM ARRANGEMENT: Large group setting

PROCEDURE: Barbara Wade in "Sexist Language and the Classroom: Exercises and Activities," 1981 ended her paper with the following comments, some of which you may want to use:

> "Sexist language is not a problem that is likely to be eliminated in the near future, if ever. But we, as educators, can have a healthy impact on our own classes by making our students aware of the implications of sexist language - its distortions and ambiguity as well as its demeaning and alienating effect on women. An experiential approach, coupled with a sense of humor and good will, rather than a judgmental or dictatorial one, will hopefully enable students to change their attitudes as well as their language usage and will give them greater insight into their own unconscious assumptions as well as those communicated by our male-oriented language. Our own increasing consciousness of sexist language and its effects can also direct us in our selection of instructional materials and our use of materials that are sexist so that our students can become freer of artificially imposed limitations on heir goals, concepts, and aspirations."

EVALUATION

PURPOSE: To solicit feedback from participants on the content and organization of the workshop.

GROUP SIZE: 10 to 30

TIME REQUIRED: 5 minutes

MATERIALS: Handout #7 (or school district's evaluation tool)

PROCEDURE:

1. Inform participants that they now will have an opportunity to evaluate the workshop.

2. Distribute Handout #7 and allow 10 minutes for participants to complete evaluation.

3. Ask participants to place evaluations on a table as they leave the workshop.

4. While participants are completing their evaluation forms, it would be a good time for the Trainer to complete the Trainer's Module Evaluation found at the end of this module. Once completed, please return to:

   Sex Equity Coordinator
   Department of Education
   P.O. Box F
   Juneau, AK 99811-0500

   In Anchorage send the completed form to:

   Anita Robinson
   Community Relations Department

   Thank you!

HANDOUT #7

Anchorage School District Trainers substitute ASD evaluation form for this page.

WORKSHOP EVALUATION

I. How would you rate this workshop in the following areas?

(Please circle the most appropriate rating)

		Very Clear				Not Clear
A.	Objectives were made clear.	1	2	3	4	5
		To a great extent				Not Met At All
B.	Objectives were met.	1	2	3	4	5
		Great Value				No Value
C.	Information was of practical value.	1	2	3	4	5
		Most Relevant				Not Relevant
D.	Handouts/materials were relevant to my present needs.	1	2	3	4	5
		Highly Effective				Not Effective
E.	Presentation was effective.	1	2	3	4	5

II. Circle one of the following ratings which best describes your feeling about this workshop in comparison to others you have attended?

1 One of the Best

2 Better Than Most

3 About Average

4 Weaker Than Most

5 One of the Worst

What were the strongest features of the workshop? _____

_____

What were the weakest features of the workshop? _____

_____

TRAINER'S MODULE EVALUATION

TRAINER NOTE: Now that you have completed the workshop, please take a moment to complete the following evaluation. Your input will be of vital importance as the modules are refined to meet the needs of teachers.

YOUR NAME: (optional) _____

NAME OF MODULE: _____

WHERE PRESENTED: _____

NUMBER OF PARTICIPANTS: _____

I. Trainer Instruction Sheet

A. Were trainer instructions clear and precise? _____ YES _____ NO

If no, please state page number and problem area: _____

_____

Other comments: _____

_____

B. Was the format of the Trainer Instruction Sheets easy to follow?

_____ YES _____ NO

II. Participant Activities

A. Which activity did the participants appear to enjoy the most? _____

_____

B. Are there any activities that you feel need to be eliminated or replaced? If so, please identify. _____

_____

C. Was the timing allocated for activities appropriate?

_____ YES _____ NO

D. Overall, do you feel this module raised the participants' awareness of sex bias?

_____